



NH RESPONDS Assessment Instruments/Tools

Below are the tools used by NH RESPONDS Demonstration site schools, early childhood programs, and professional development providers. For more information on the NH RESPONDS grant go to: <http://www.education.nh.gov/nhresponds/index.htm>.

Blended Literacy/Behavior Implementation Checklists/Tools	
Checklist/Tool Name	Administration
NH RESPONDS Collaborative Team Checklist Assessment on status and priority of various action items associated with team functioning.	2 times the first year and annually thereafter. This checklist is completed collaboratively by teams at each Tier (Universal, Targeted, Intensive). To calculate a final score, divide the number of items marked "In Place" by 15 (the total number of items). The score should be between 0 – 100%
Universal Behavior Screening	
Checklist/Tool Name	Administration
Behavioral Benchmarking Indicators (BBI) Locally derived observable and measurable behavioral indicators (e.g., number of ODR, days absent, tardy, non-medical trips to nurse's office, failed courses, missing homework) with decision rules about cut scores associated with timeframes. Typically 3-5 indicators.	3-4 times per year. This screening process is overseen by the Tier 2 team.
BASC-2-Behavioral and Emotional Rating System (BASC-2 BESS) Normed screening assessment. Pre-school-high school. Ratings of typical risk, elevated and extremely elevated scores.	1-2 times per year. This screening process is overseen by the Tier 2 team.
Teacher Nomination Locally derived protocol for teachers to follow to nominate and potentially activate supports for students perceived to be not responding to core behavior supports.	On-going. This screening process is overseen by the Tier 2 team.
Behavior Implementation Checklists/Tools	
Checklist/Tool Name	Administration
PBIS Team Implementation Checklist - 3.0 (TIC) Assessment on the status and priority of various action items associated with the effective implementation of school-wide positive behavioral interventions and supports.	2 times per year. This checklist is completed collaboratively by the Universal Tier 1 team. To calculate a final score, divide the number of items marked "In Place" by 22 (the total number of items). The score should be between 0 – 100%



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<i>Response to Intervention Tier 2 Secondary Systems Team Self-Assessment and Action Planning Tool</i> Assessment on status and priority of various action items associated with blended Tier 2 systems. For use by teams to monitor activities for implementation of RtI for behavior and academics. ¹	2 times per year. This checklist is completed collaboratively by the Tier 2 team.
<i>Targeted Tier 2 PBIS Checklist</i> Assessment on the status and priority of various action items associated with the effective implementation of Tier 2 school-wide positive behavioral interventions and supports.	2 times per year. This checklist is completed collaboratively by the Tier 2 team. To calculate a final score, divide the number of items marked "In Place" by 36 (the total number of items). The score should be between 0 – 100%.
<i>Intensive Tier 3 PBIS Checklist</i> Assessment on the status and priority of various action items associated with the effective implementation of Tier 3 school-wide positive behavioral interventions and supports.	2 times per year. This checklist is completed collaboratively by the Tier 3 team. To calculate a final score, divide the number of items marked "In Place" by 30 (the total number of items). The score should be between 0 – 100%.
<i>School-wide Evaluation Tool (SET) for K -12</i> External and validated assessment of critical features of school-wide PBIS including interviews and review of permanent products.	Once per year, typically in Spring. This assessment is completed by a trained external evaluator. Summary of Features Score/ Behavioral Expectations Taught Score
<i>Behavior Support Team Checklist (high school use only)</i> This checklist assesses the implementation of key features of Tier 2 behavior support systems, data and practices.	2 times the first year and annually thereafter. The High School Tier 2 behavior support team should collaboratively complete this checklist To calculate a final score, divide the number of items marked "In Place" by 27 (the total number of items). The score should be between 0 – 100%.
<i>RENEW Integrity Tool (RIT)</i> This checklist is to assess the fidelity of implementation of the RENEW	Administered 6 months after first youth are enrolled and every 12 months

¹ Note: Schools complete either the RTI Tier 2 Assessment and Action Planning Tool or the Targeted Tier 2 PBIS Checklist depending on whether they are focused on academics and behavior or behavior alone.



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model at the individual facilitator level.	thereafter. To calculate a final score, divide the number of items marked "In Place" by 44 (the total number of items). The score should be between 0 – 100%.
Behavior Outcome Tools	
Checklist/Tool Name	Administration
<i>School-Wide Information System (SWIS)</i> Discipline data collection and analysis system to monitor baseline and trends in behavior by type, location and students. Data includes: office discipline referrals (ODRs), in-school suspensions, out-of-school suspensions, Check In-Check-Out data.	Ongoing basis. Data is inputted by trained school personnel.



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Literacy Implementation Checklists/Tools	
Checklist/Tool Name	Administration
<p><i>Planning and Evaluation Tool for Effective school-wide Reading Programs –Revised (PET-R)</i></p> <p>The PETR-R is a self -assessment tool to evaluate status of critical school-wide reading program features. This tool is used to capture ALL STAFF perceptions of the fidelity to key best practices for a school-wide reading program.</p>	<p>2 times the first year and annually thereafter</p> <p>Completed by every school staff member</p> <p>Directions for calculating, summarizing and reporting the findings (by item, by category, and overall) are provided at the end of the document.</p>
<p><i>Literacy Universal Team Checklist (LUnTCh)</i></p> <p>The Literacy Universal Team Checklist (LUnTCh) contains key features of the NH RESPONDS Response to Intervention (RtI) model for Tier 1 literacy in an elementary school.</p>	<p>2 times the first year and annually thereafter</p> <p>School Leadership Team members (and/or appropriate sub-committee members comprising a Tier 1 Literacy Team) review each item and come to agreement on the status of implementation: In place, Partially in place, Not in place.</p> <p>The consensus rating from the team members is entered as the final rating to represent the status of the RtI system at a point in time.</p> <p>Ratings may be summarized and reported for overall status and by category. To calculate a final score, divide the number of items marked “In Place” by 28 (the total number of items). The score should be between 0 – 100%.</p>
<p><i>Literacy Tier 2 Checklist</i></p> <p>The Literacy Tier 2 Team Checklist contains key features of the NH RESPONDS Response to Intervention (RtI) model for Tier 3 literacy in an elementary school.</p>	<p>2 times the first year and annually thereafter</p> <p>School Leadership Team members</p>



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	<p>(and/or appropriate sub-committee members comprising a Tier 2 Literacy Team) review each item and come to agreement on the status of implementation: In place, Partially in place, Not in place.</p> <p>The consensus rating from the team members is entered as the final rating to represent the status of the RtI system at a point in time.</p> <p>Ratings may be summarized and reported for overall status and by category. To calculate a final score, divide the number of items marked "In Place" by 47 (the total number of items). The score should be between 0 – 100%.</p>
<p><i>Literacy Tier 3 Checklist</i></p> <p>The Literacy Tier 3 Team Checklist contains key features of the NH RESPONDS Response to Intervention (RtI) model for Tier 3 literacy in an elementary school.</p>	<p>2 times the first year and annually thereafter</p> <p>School Leadership Team members (and/or appropriate sub-committee members comprising a Tier 3 Literacy Team) review each item and come to agreement on the status of implementation: In place, Partially in place, Not in place.</p> <p>The consensus rating from the team members is entered as the final rating to represent the status of the RtI system at a point in time.</p> <p>Ratings may be summarized and reported for overall status and by category. To calculate a final score, divide the number of items marked "In Place" by 53 (the total number of items). The score should be between 0 – 100%.</p>
<p>Literacy Assessment and Outcome Measures</p>	
Checklist/Tool Name	Administration
<i>Screening Assessments</i>	All students in each grade in the school



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<p>Schools identify screening tool(s) (e.g., DIBELS, Aimsweb) and implement tool(s) that are:</p> <ul style="list-style-type: none"> • well researched for predictive validity and reliability and • are objective to the Tier 1 system (i.e., not a part of the universal curriculum materials) • culturally sensitive and responsive to local need. <p>Updated reviews of available screening tools can be found at: http://www.rti4success.org/screeningTools</p>	<p>are screened three times annually (within the first 4-6 weeks of school, winter and spring).</p> <p>Screening data is summarized by class, grade, and whole school to inform differentiated instruction (Tier 1), supplemental instruction and targeted interventions (Tier2), and other aspects of the Rtl system so as to best address student needs.</p>
<p>Formative Assessments (Progress Monitoring) Schools/Districts identify formative assessment s (e.g., curriculum based measures, skill-specific intervention probes, comprehensive assessments like NWEA-MAP). These may be implemented and analyzed at the student, small group, classroom, grade, and school level to determine effectiveness of instruction and to guide instructional decision making.</p>	<p>Guidelines for administration vary based on purpose and assessment selected.</p>
<p>New England Common Assessment Program (NECAP) Reading Scores NECAP is a large-scale accountability measure to assist schools with school-level evaluation of the overall effectiveness of their educational program.</p>	<p>Annually</p> <p>NECAP (Reading) is administered in October in grades 3-8 and 11.</p>



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Early Childhood Screening Tools	
Checklist/Tool Name	Administration
<i>Behavioral Benchmarking Indicators (BBI)</i> Locally derived observable and measurable behavioral indicators (e.g., number of ODR, days absent, tardy, non-medical trips to nurse's office, failed courses, missing homework) with decision rules about cut scores associated with timeframes. Typically 3-5 indicators.	3-4 times per year. This screening process is overseen by the Tier 2 team.
<i>BASC-2-Behavioral and Emotional Screening System (BASC-2 BESS)</i> Normed screening assessment. Pre-school-high school. Ratings of typical risk, elevated and extremely elevated scores.	1-2 times per year This checklist is completed by classroom teachers.
<i>Teacher Nomination</i> Locally derived protocol for teachers to follow to nominate and potentially activate supports for students perceived to be not responding to core behavior supports.	On-going. This screening process is overseen by the Tier 2 team.
<i>DECA – Devereux Early Childhood Assessment</i> Normed screening and clinical assessment of within-child protective factors in preschool children aged two to five.	1-2 times per year This checklist is completed by classroom teachers.
<i>IGDI – Individual Growth and Development Indicators</i> Screening tool for emergent literacy development (language, rhyming, alliteration) for preschool children ages 3-5.	2 times per year All children are screened in the fall and spring of the year.
<i>Get Ready to Read</i> Screening tool, available on-line or in hard copy that examines overall emergent literacy skill development for preschool children.	2 times per year All children are screened in the fall and spring of the year.
Early Childhood Implementation Checklists/Tools	
Checklist/Tool Name	Administration
<i>Collaborative Team Checklist (Blended Literacy and Behavior)</i> Team self-assessment on status and priority of various action items associated with team functioning.	2 times per year This checklist is completed by the Preschool Leadership Team To calculate a final score, divide the number of items marked "In Place" by 15 (the total number of items). The score should be between 0 – 100%.



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<p><i>Response to Intervention Preschool Leadership Team Checklist 3.0 – Tier 1: Primary Prevention System Self-Assessment and Action Planning Tool (Blended Literacy and Behavior)</i></p> <p>This checklist is used to monitor implementation of RtI for both universal literacy instruction and behavior support systems.</p>	<p>2 times per year</p> <p>This checklist is completed by the Preschool Leadership Team.</p> <p>To calculate a final score, divide the number of items marked “In Place” by 42 (the total number of items). The score should be between 0 – 100%.</p>
<p><i>Preschool Effective Behavior Supports Survey (PEBS) – Behavior</i></p> <p>The PEBS Survey assess the critical features of universal, targeted and intensive, individualized program-wide positive behavior support systems in early childhood settings.</p>	<p>Annually</p> <p>This checklist is completed by all program staff within a preschool setting.</p> <p>To calculate a final score, divide the number of items marked “In Place” by 60 (the total number of items). The score should be between 0 – 100%.</p>
<p><i>Preschool-wide Evaluation Tool (PreSET)- Behavior</i></p> <p>The PreSET assesses the critical features of universal program-wide PBIS and includes interviews, classroom observations and review of permanent products.</p>	<p>Annually 2 times the first year and annually thereafter.</p> <p>An outside evaluator completes this on-site assessment.</p> <p>Summary of Features Score/ Behavioral Expectations Taught Score</p>
<p><i>Classroom Assessment Scoring System Pre-K (CLASS Pre-K)</i></p> <p>The CLASS Pre -K is a system for observing and assessing the quality of interactions between teachers and students in preschool classrooms. The CLASS examines social-emotional and instructional interactions that contribute to student’s social competence and academic achievement.</p>	<p>Annually</p> <p>This assessment is completed by a trained external observer.</p> <p>To calculate a final score, sum all scores and divide by 70. The score should be between 0 – 100%.</p>
<h3>Early Childhood Outcome Tools</h3>	
<p>Checklist/Tool Name</p>	<p>Administration</p>
<p><i>Behavior Incident Reporting System – NH (BIRS-NH)</i></p> <p>Challenging behavior data collection and analysis system to monitor baseline and trends in challenging behaviors by type, routine and student.</p>	<p>Ongoing</p> <p>Data input by program personnel approved by the program administrator.</p>



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<p><i>Teacher Check, Connect and Expect (behavior)</i> A Tier 2 intervention data tracking and analysis system.</p>	<p>Ongoing On-going Data input by program personnel</p>
SAU Implementation Checklists/Tools	
Checklist/Tool Name	Administration
<p>NH RESPONDS RtI District-Level Implementation Blueprint This Blueprint is designed to be completed by District Level RtI teams to guide planning efforts (Consensus Building, Infrastructure, Implementation) and to assess the progress of RtI implementation at the district level from year to year. The Blueprint is to be completed initially at the beginning of the process and then at the end of each school year. (Adapted from NASDE District Blueprint, 2008; SW-PBIS Implementers' Blueprint and Self-Assessment, 2004)</p>	<p>Annually</p>